The History of Modern France  
H 357 (#26217) and H 509 (#26218)  
Fall, 2006  
Mon. and Wed., 9:00am-10:15am  
Cavanaugh 221

Contact Information:
Instructor: Daniella Kostroun  
Office Hours: Monday/Wednesday, 2:00-3:00 pm, or by appointment.  
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Course description:
“French Fries” or “Freedom Fries?”  
What is it about the French that both fascinates and irritates the American public so much? This is just one of the questions that we will ponder as we survey the history of Modern France this semester. This course will examine over two hundred years of French history starting with the French Revolution and ending with the present. Our main task is to understand the development of France as a nation in the nineteenth and twentieth centuries by looking at French politics, culture, industrialization, economic development, colonization, and foreign and domestic policies. Throughout the course we will be exploring what it means to be “French” both to people living within “the hexagon” and to those living without its borders.

As residents of the United States, we have a particular interest in France because of the parallels and links between U.S. history and that of France. Both countries have faced similar challenges on the international and domestic fronts over the centuries. But the French have often dealt with these challenges differently from the U.S. In some ways, these countries provide an “alter-ego” for one another, offering each other an alternate model for addressing similar problems. So while our main goal this semester is to deepen our knowledge of the particularities of French history, we will also periodically use this knowledge to reflect on ourselves.

Required books for purchase (Available at the campus bookstore in Cavanaugh Hall):


Required articles and primary sources to download: You can find these under “resources” on Oncourse.
Grading Policy: Grades will be based on attendance, two papers, and two exams.

15% Attendance
10% Short Paper
25% Midterm Exam
25% Long Paper
25% Final Exam

Here is my understanding of what the range of possible grades represents:

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Attendance (15%): An extremely important part of the learning experience takes place in the classroom. Therefore, you are expected to attend class regularly. Excused absences are given for school sanctioned events and illnesses documented by a physician. Any other excused absences are completely at my discretion. There will be a five percentage point deduction in your total attendance grade for each unexcused absence on regular class meeting days and a ten percent deduction on “salon” discussion days (Sept. 6, Oct. 23, Nov. 29). On these days, we will be discussing the Rousseau, Berenson, and Farmer readings in detail. It is your responsibility to make sure you sign the attendance sheet that is passed around at the beginning of each class. If you attend class but forget or neglect to sign the attendance sheet, you will still be counted as absent.

Short Paper (10%): The short paper assignment (3-4 pages) is designed to make you think more deeply about the materials we cover in the course. For each day your paper is late, twenty percentage points will be subtracted from its grade. It is your responsibility to get a printed copy of your paper to me on time. If you send an electronic copy, be sure to attach a receipt and to contact the instructor if it is not returned. No excuses will be accepted. Note for Graduate Section: You will be receiving a separate assignment for a “short paper” that will be approximately 8-10 pages in length.

Long Paper (25%): Guidelines for the long paper (8-10 pages) will be handed out in class. For the long paper assignment, I will provide you with a list of paper topics and sources from which you will choose your long paper topic. The long paper will be due at the beginning of class on November 20th. Your grade will be lowered five percentage points for each day that the long paper is overdue. Note for Graduate Section: You will be receiving a separate assignment for a “long paper” that will be approximately 20-25 pages in length.
Midterm and Final Exam (25% each): The midterm and final exams are designed to
gauge your understanding of the reading assignments and the materials covered in class.
You are responsible for all the information in the reading assignments including
information not mentioned in class. Therefore, you should take good notes while you
read. You are responsible for everything mentioned in the classroom even if you have an
excused absence. Consequently, you should get notes from a fellow student if you miss
class. The questions may include some combination of multiple-choice, fill-in-the-blank,
definition, short answer, and essay. If you miss the midterm exam due to illness or other
serious conflicts, it is your responsibility to contact the professor as soon as possible to
schedule a make-up. No make-up exams will be given after the exams have been
returned to the class (i.e. within two weeks of the original exam). There is no make-up
exam for the final. Note for Graduate Section: You will be taking the same exams as
the undergraduate section.

Academic Misconduct Policy: There is absolutely no excuse for academic misconduct.
Any person caught cheating on an exam or paper will receive an “F” for the course and
the matter will be forwarded to the appropriate authorities in the School of Liberal Arts.
Please see the IUPUI bulletin for details on what constitutes academic misconduct.

Adaptive Education Services: If you have any concerns regarding disabilities please
contact The Office of Adaptive Educational Services (AES) and your professor
immediately. IUPUI is committed to making campus life and learning accessible for all
students in our community. AES-- in conjunction with your professors-- will work
actively to assist students with special needs in achieving their educational goals. AES
provides such services as note-taking, interpreting, and test proctoring. To learn more,
please consult the AES website: http://life.iupui.edu/aes/index.asp. You can reach AES
by phone, 274-3241 (voice) or 278-2050 (TDD/TTY), and E-mail, aes@iupui.edu.

Oncourse: I use Oncourse regularly to communicate with the class. You will be held
accountable for any Oncourse announcements and messages I post. Note for Graduate
Section: I will be adding your names to the undergraduate Oncourse site so that you will
receive all general announcements that I send out about the class. I will also be posting
notices specific to your section on your Oncourse site. So be sure to check both sites on a
regular basis.

Laptop and other electronic device policy: Students who wish to use laptops for note-
taking must sit in the last row of class or in any other place where their screens and
typing noises will not distract other students. The instructor reserves the right to ban the
use of computers at any time if they are found to disturb or otherwise detract from class
activities. Cell phones must be put on silent or vibrate during class and kept out of sight.
The use of all other electronic playing or recording devices in class without permission
from the instructor is prohibited.

Important Dates: All of these dates are correct to the best of my knowledge. However,
it is up to you to verify that they are accurate. Please note that the exam dates are
tentative and subject to change.
August 23  First day of class for H357
August 30  Drop/Add ends at 6:00 pm
September 6  18th century salon discussion
September 13  Short paper due
September 27  Exam #1 (material covered from August 23 through September 25)
October 17  Deadline to withdraw with an automatic grade of “W”
October 23  19th century salon discussion
November 14  Last day to withdraw from class
November 20  Long papers due
November 29  20th century salon discussion
December 11  Last day of class for H357
December 15  Final Exam, Friday, 8:00am-10:00 am (cumulative)

**Principles of Undergraduate Learning:** In addition to increasing our knowledge of Modern France, this course is designed to foster the Principles of Undergraduate Learning, as adopted by the IUPUI faculty Council. 1) *Core communication skills* are improved through writing assignments and participation in class discussions. 2) *Critical thinking* is furthered by close readings of texts and arguments. 3) You will continuously *integrate and apply knowledge* by exploring how our primary source readings illuminate the major themes and events in European history. 4) Our exploration of the many facets of French history (political history, social history, economic history, intellectual history, cultural history, etc.) encourages *intellectual depth and breadth* in the discipline. 5) Paying attention to the specific and unique experiences of different peoples and nations broadens our *understanding of society and culture*. 6) Finally, assessing how the French people and their political leaders have dealt with difficult social and political questions pushes us to examine our own *values and ethics*.

**A note on reading assignments:** Although the classroom is a fundamental part of the learning experiencing, so is the independent study of the reading material. Please note that for each class meeting, you will have a varying amount of reading, which might range from 30 pages to 150 pages, depending on the assignment. For this reason, you should examine the schedule of classes and plan ahead accordingly. For some assignments, I will provide you with a study guide to help you focus on your readings. You will find these guides on Oncourse. You should complete the reading assignment for each day before you come to class. *You are also required to bring copies of all assigned readings (excluding the Popkin textbook) to class on the days that they are due.* We will not be able to cover all aspects of the readings in class. Therefore, you have to take some responsibility for your own learning experience. While reading, you should take notes and spend time thinking about the materials (ask questions, follow arguments, think critically, identify strengths and weaknesses, etc.). If you do not understand the reading material, then you should ask questions during class or talk to me outside of class (feel free to send me an e-mail, call my office, or schedule a meeting).

**A note on the salons:** In the seventeenth century, women of high social standing began opening up their drawing rooms, or salons, to distinguished guests in order to discuss important intellectual and moral issues of the day. These discussion groups, which
became known as *salons*, became important centers of intellectual sociability and discourse in France (and other cities in Europe). Many of France’s most famous thinkers and artists developed their skills and came to fame out of their salon experiences. The tradition of holding salons continued among French noblewomen in the eighteenth century and expanded into the homes of wealthy bourgeois women in the nineteenth and twentieth centuries. This semester, we will participate in this intellectual and social tradition by turning our classroom into a salon during three class periods. While our attention will be primarily focused on the assigned books on these days, come prepared for other salon activity surprises!

**Schedule of Classes**

**W 8/23**

**Course Introduction: What is France? What does it mean to be French?**

**Text:** Popkin, Ch. 1

**M 8/28**

**Old Regime Society**

**Text:** Popkin, Ch. 2 and 3.

**Primary sources:**

Three views of Old Regime poverty

- Bossuet “Nature and Property of Royal Authority”
- The Code Noir (“Black Code”)

**W 8/30**

**Enlightenment**

**Text:** Popkin, Ch. 4;

**Primary Sources:**

- Voltaire on Inequality
- Sources on Salon life
- Abbé Raynal on Slavery

**M 9/4**

**Labor Day—No Class**

Assignment: Rousseau, *Emile*, Book II (77-164)

**W 9/6**

**18th century salon discussion: Rousseau**

Assignment: Rousseau, *Emile* pp357-450 (part of Book V)

**M 9/11**

**Liberal Revolution**

**Text:** Popkin, Ch. 5, 6 and 7.

**Primary Sources:**

- Sièyes, “What is the Third Estate?”
- “Declaration of the Rights of Man”
Olympe de Gouges, “Declaration of the Rights of Woman”
Zalkind-Hourwitz, “Vindication of the Rights of Jews”

W 9/13  
**Radical and Bourgeois Revolutions**
*Text:* Popkin, Ch. 8-9  
*Primary Sources:*
Jacques Roux  
Doctrine of Babeuf

M 9/18  
**Napoleon and his Legacy**
*Text:* Popkin, Ch. 10  
*Primary Sources:*
Napoleon’s Concordat with Rome  
Civil Code

W 9/20  
**Restoration**  
*text:* Popkin, Ch. 11  
**Short Paper Due**

M 9/25  
**Politics and society in the July Monarchy**
*Text:* Popkin, Ch. 12 and 13.  
*Primary Sources:*
Victor Hugo’s letter to publisher of Italian translation  
Excerpt from *Les Misérables.*

W 9/27  
**1848**
*Text:* Popkin, Ch. 14  
*Primary Sources:*
Louis Blanc on the Organization of Labor  
Documents on the Revolutions of 1848

M 10/2  
**Second Empire in 1850s**
*Text:* Popkin, Ch. 15

W 10/4  
**Second Empire in the 1860s**
*Text:* Popkin, Ch. 16

M 10/9  
**Midterm Exam**

W 10/11  
**Establishing the Third Republic**
*Text:* Popkin, Ch. 17

M 10/16  
**The Trials of the Third Republic**
*Text:* Popkin, Ch. 18-19  
*Primary Source:*
Emile Zola’s “I accuse”
Berenson, *Trial of Mme Caillaux*, Prologue, Ch. 1-2 (pp1-88)

**W 10/18**

**Fin de Siècle or Belle Epoque?**  
*Text*: Popkin, Ch. 20 and 21.  
Berenson, *Trial of Mme Caillaux*, Ch. 3-4 (pp89-168).

**M 10/23**

**19th century Salon discussion: Berenson**  
Berenson, *The Trial of Mme Caillaux*, Ch. 5, 6 and epilogue (pp169-247).

**W 10/25**

**World War I: Origins and Total War**  
*Text*: Popkin, Ch. 22 and 23.  
*Article*: [to download from Jstor]  
Stable URL: [http://links.jstor.org/sici?sici=0021-8537%281978%2919%3A1%3C11%3AFAATFW%3E2.0.CO%3B2-E](http://links.jstor.org/sici?sici=0021-8537%281978%2919%3A1%3C11%3AFAATFW%3E2.0.CO%3B2-E)

**M 10/30**

**France between the Wars**  
*Text*: Popkin, Ch. 24 and 25.  
*Primary Source*: The Story of Babar  
*Article*: Why Babar the Elephant just can’t forget his colonial past. (June 2006)  
[http://www.timesonline.co.uk/article/0,,13509-2302744,00.html](http://www.timesonline.co.uk/article/0,,13509-2302744,00.html)

**W 11/1**

**Popular Front and WWII**  
*Text*: Popkin, Ch. 26 and 27.

**M 11/6**

**Liberation and the 4th Republic**  
*Text*: Popkin, Ch. 28  
*Assignment*: Individual readings of books for paper topics.

**W 11/8**

**France in the Cold War**  
*Text*: Popkin, Ch. 29  
*Important reminder*: Set up individual meeting with professor to discuss paper topic.

**M 11/13**

**War and Decolonization**  
*Text*: Popkin, Ch. 30

**W 11/15**

**The Gaullist (5th) Republic**
Text: Popkin, Ch. 31

M 11/20
May 1968
Text: Popkin, Ch. 32.
Long Papers Due

W 11/22
Thanksgiving Break—No Class

M 11/27
The Mitterrand Years
Text: Popkin, Ch. 33.
Reading Assignment: Farmer, *Martyred Village*, Ch.3-4 (pp. 59-133).

W 11/29
20th century Salon discussion: Farmer
Reading Assignment: Farmer, *Martyred Village*, Ch. 5-6, and afterward (pp135-205).

M 12/4
France in the New Millenium
Reading: Popkin, Ch. 34.

W 12/6
Contemporary issues in France I
Guest Speaker: Didier Gondola.
Readings TBA

M 12/11
Contemporary issues in France II
Readings TBA

Final Exam: Friday, December 15, 2006 8:00-10:00AM